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A Letter from DR. POTTER, of the United States, transmitting the last Annual Report of the Regents of the University of the State of New York.

[*Read before the Statistical Section of the British Association, 23rd August, 1838.*]

THE REV. DR. POTTER, of the United States, takes the liberty of transmitting to the Secretary of the Statistical Section of the British Association the last Annual Report of the Regents of the University of the State of New York. Having been present yesterday a few moments while the subject of popular education was under discussion, and happening to have this document in his possession, he has ventured to offer it as a contribution to the archives of the Society. The information which it embodies does not refer immediately to popular education, the higher schools and colleges being the only institutions immediately under the supervision of the Regents. The report, however, may serve to give some idea of the manner in which the higher seminaries of learning are conducted; by what means they are confederated so as to form one system; what measures are taken to secure the proper discharge of their duties; and the nature and amount of the patronage extended to them by the state. The report also contains some information respecting the efforts which are now making, not only in the state of New York, but in many, or, indeed, in most of the other states, to improve the character and qualifications of common school teachers.

In respect to common schools, the Secretary is doubtless aware that in nearly all the states they are placed by law under the immediate supervision of the government, and that a large proportion of the expense of maintaining them is discharged by the state treasury. In the state of New York, by means of this system more than nine-tenths of all the children between the ages of five and fifteen are brought into schools and taught the first elements of knowledge. It must be acknowledged, however, that, owing in part to the deficient qualifications of the teachers, and still more to the indifference of parents, the education imparted in many of these schools is exceedingly imperfect. Of this there is a growing conviction among the people, and this conviction has led to various measures for improving the condition of our common schools. Among these may be mentioned the establishment of newspapers devoted to the interests of education; the formation of societies to improve the character of school-books; the construction of school-houses, and the qualifications of teachers; and also the exercise, on the part of the state, of greater care in organizing, and greater liberality in supporting, the schools. In the state of New York about 1,000,000*l.* have been recently appropriated by the legislature to advance the interests of education. Of this sum about 75,000*l.* are set apart for the purpose of placing in every school district of the state a small library of useful and popular works, which may circulate among the families of the district. In general, it may be remarked that there is at present hardly any topic which in the United States excites so general and lively an interest as that of education. There is a growing conviction, that everything valuable in possession or prospect depends upon the intelligence and virtue of the people, and that no pains or expense should be spared to secure for them the blessings of a more thorough education.

It may also be mentioned as an encouraging fact, that the indispensable necessity of combining moral with intellectual training is now generally recognized. All our experience teaches us that the diminution of crime and the general improvement of the people is in direct proportion to the extent with which moral and religious instruction is combined with that which may be termed secular. Hence the remarkable fact that, in several penitentiaries where an examination has been instituted, no inmate has been found, or, at most, but one or two, who had previously enjoyed the benefit of a thorough Sunday-school course. This is attributed, not merely to the fact that religion is taught in Sunday-schools, but to the fact that, instead of being content, like too many common schools, with teaching children to read, they aim at instilling into the mind *great principles of truth and duty*, and of so instilling them that they shall ever afterwards be reverted to with pleasure and gratitude.

Apologising for this intrusion of a stranger upon the notice of the Section, Dr. Potter begs leave to express his best wishes for the success of the British Association in all its great and laudable objects.

Newcastle, August 22, 1838.

MISCELLANEOUS.

Quarterly Averages of the Weekly Liabilities and Assets of the Bank of England, in the Quarters ending 24th July and 21st August, 1838.

Quarters ending	LIABILITIES.			ASSETS.		
	Circulation.	Deposits.	Total.	Securities.	Bullion.	Total.
	£.	£.	£.	£.	£.	£.
24th July . .	19,286,000	10,424,000	29,710,000	22,601,000	9,749,000	32,350,000
21st August . .	19,481,000	10,298,000	29,779,000	22,747,000	9,746,000	32,493,000

Weekly Average Prices of Corn in England and Wales, in the Month of August, 1838.

	Weeks ending August						Average of the Month.					
	3rd.		10th.		17th.			24th.		31st.		
	s.	d.	s.	d.	s.	d.		s.	d.	s.	d.	
Wheat	69	11	71	8	75	7	77	0	74	5	73	8
Barley	32	9	33	5	34	5	34	6	34	6	33	11
Oats	23	0	23	3	24	2	24	9	24	3	23	11
Rye	37	1	37	3	39	3	40	0	40	11	38	10
Beans	38	0	38	8	40	4	41	10	41	7	40	1
Peas	35	2	37	6	35	11	37	9	38	2	36	10